DOCUMENT RESUME

ED 321 610 FL 800 177

AUTHOR	Rogers, David J.
TITLE	A Guide to Job Development in Illinois Adult Indochinese Refugee Programs.
INSTITUTION	Illinois Adult Indochinese Refugee Consortium, Arlington Heights.; Northwest Educational Cooperative, Arlington Heights, IL.
SPONS AGENCY	Illinois State Dept. of Public Aid, Springfield.
PUB DATE	81
NOTE	62p.; Sample forms present various legibility problems.
PUB TYPE	Guides - General (050)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Counselor Client Relationship; Employer Attitudes; Employers; Employment Interviews; *Indochinese; Information Sources; Job Banks; *Job Development; *Job Placement; Job Search Methods; Language Skills; Letters (Correspondence); Limited English Speaking; Public Relations; *Refugees
IDENTIFIERS	*Illinois

ABSTRACT

This guide is intended for job developers, counselors, and other staff who interact with employers to locate jobs for their clients. The guide was written specifically for individuals working with Indochinese refugees, but may be useful to practitioners working to place any limited-English-speaking or otherwise hard-to-place population. The procedures suggested in the guide are treated under three headings: job development, job placement, and follow-up. Under job development, sections address the following issues: using promotional materials and methods, using a job bank, acquiring job information, contacting employers, making initial telephone contact, making the initial employer visit, conducting the employer presentation, handling objections or questions, handling how many employers to visit, touring the employment facility, knowing your clients, and making contact with employer and employer-related groups. Under job placement, sections focus on the following: orienting the client to the program, assessing clients for employment readiness, recording and using job order information, conducting a pre-placement client briefing during and after the job interview, and developing follow-up guidelines. The primary job placement follow-up issue addressed is determining when an employer relationship is deteriorating. A variety of sample forms are provided, including letters of introduction, a letter of client introduction, client contract, language skill level scale, job sample order form, follow-up assessment, follow-up thank you letter, and letter of appreciation. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED321610

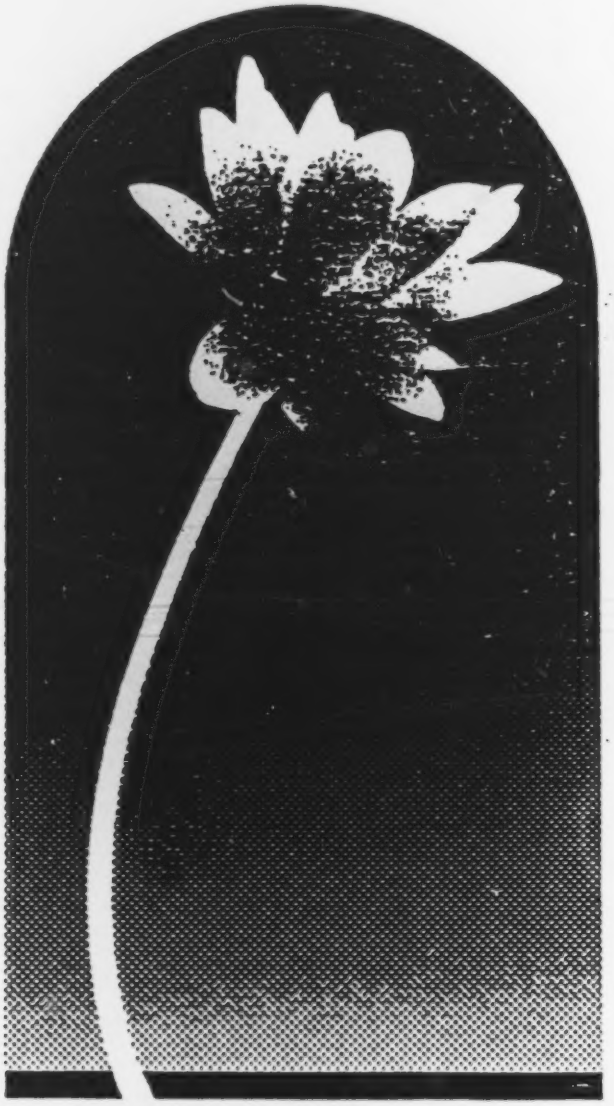
A GUIDE TO JOB DEVELOPMENT IN ILLINOIS ADULT INDOCHINESE REFUGEE PROGRAMS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D. Terdy
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared for:
Illinois Adult Indochinese Refugee Consortium
Northwest Educational Cooperative
500 S. Dwyer Avenue
Arlington Heights, IL 60005

FL 800177

BEST COPY AVAILABLE

*ILLINOIS ADULT INDOCHINESE REFUGEE CONSORTIUM

TIPAWAN T-Q REED, DIRECTOR

A GUIDE TO JOB DEVELOPMENT IN ILLINOIS ADULT INDOCHINESE REFUGEE PROGRAMS

Copyright 1981

NORTHWEST EDUCATIONAL COOPERATIVE

500 S. DWYER AVENUE

ARLINGTON HEIGHTS, IL 60005

Prepared by:
David J. Rogers
Service Innovations Corporation
1333 W. Greenleaf Avenue
Chicago, IL 60626

*This Consortium is funded by the Illinois Department of Public Aid under Public Law #96-212 from the Department of Health and Human Services

TABLE OF CONTENTS

		Page
JOB DEVELOPMENT		
1.	Using Promotional Materials and Methods	1
2.	Using the Job Bank	4
3.	Acquiring Job Information: How to Get Leads	5
4.	Contacting Employers	7
5.	Using the Telephone to Contact an Employer for the First Time	12
6.	Visiting the Employer for the First Time	13
7.	Conducting the Employer Presentation	14
8.	Handling Objections or Questions	15
9.	How Many Employers to Visit	17
10.	Taking a Tour of the Employer Facility	17
11.	Knowing your Clients	18
12.	Making Contact with Employer and Employer-Related Groups	19
JOB PLACEMENT		
1.	Orienting the Client to your Program	21
2.	Assessing Clients for Employment Readiness	22
3.	Recording and Using Job Order Information	24
4.	Conducting a Pre-placement Briefing with the Client	26
5.	During and After the Job Interview	28
6.	Follow-up Guidelines	29
JOB PLACEMENT FOLLOW-UP		
1.	Determining When an Employer Relationship is Deteriorating	33
SAMPLE FORMS		
	Letters of Introduction	2A
	Letter of Client Introduction	2F
	Client Contract (Program Policy)	23A
	Language Skill Level Scale	23H
	Job Sample Order Form	25A
	Follow-up Assessment	34A
	Follow-up Thank You Letter	36A
	Letter of Appreciation	36B

INTRODUCTION

This guide to job development was written specifically for use by job developers, counselors and other staff who interact with employers to locate jobs for their clients. It was written specifically for use by those working with Indochinese refugees, but can be helpful to practitioners working to place any limited English-speaking or otherwise hard-to-place population.

It is designed for use by those who are new to job development as well as those who are experienced "old timers" in the field. The senior job developers who read the guide in draft form said that they wished they had had it when they had started. They also said that it was an excellent reference document which reminded them of activities and techniques that they were aware of but sometimes neglected, and that it pointed out new approaches which they were interested in trying out.

You will find questions in the guide that you are asked to answer. You will benefit most if you actually answer them. Remember: this is your guide, for your use. It is not a test; no grades will be given out. No one is peering over your shoulder to see how well your answers are going. But by actually working along, you will be able to get a sense of specific areas in which you are doing well and other areas in which you might wish to improve.

My own experience in job development goes back to 1968 - as a developer, trainer, consultant, author, researcher. I spend most of my time with developers and have had the privilege of working with about 6,000 of them. If my future is bright, it is because I will be able to work with many, many more, perhaps even you.

I wish to thank Ms. Tipawan Reed and Mr. Terry London of the Northwest Educational Cooperative. Tippy authorized the writing of the Guide and supported it with her input and enthusiasm. Terry's contributions were both varied and enormous. He shared his experiences with me, outlined major topics and coordinated our visits to agencies in Illinois.

Finally, if you are a job developer, I think you will agree that your job is one of "peaks and valleys". Nowadays, there might even be more valleys than peaks, but how grand the view when you reach the peaks. You enter a company and see a person working there because of your efforts. The feeling of satisfaction is irreplaceable.

David Rogers
Chicago, IL

THE THREE STAGES OF JOB DEVELOPMENT AND PLACEMENT

What people call "job development" is really made up of three stages:

Stage 1 involves developing relationships with employers that will result in jobs for your clients. In this guide, we will call this stage Job Development.

Stage 2 involves your matching your clients with job openings, helping to prepare them for the job interview and seeing to it that they are interviewed by the employer. We call this stage Job Placement.

Stage 3 deals with your activities with employers and clients after stages one and two have been completed. We call this Follow-up.

I. JOB DEVELOPMENT

Using Promotional Materials and Methods

We're all familiar with the advertising that's done to sell products. All we have to do is think of the advertisements we see on television or hear on the radio or the promotional brochures we get in the mail. Their purpose is to entice potential consumers into buying the advertised product.

Promotions are used the same way in job development. Agencies advertise in order to interest employers in hiring agency clients. We use advertising to get the word out to employers in the area.

Here is a list of advertising methods. Check those that your agency currently uses:

Business cards x	____
Brochures x	____
Your agency number in the telphone book	____
News release	____
Written descriptions by or about clients	____
Mailings to employers x	____
Radio or television appearances or announcements	____
Promotional telephone calls to employers x	____
Open house for employers at your agency	____
Award dinners or luncheons for employers	____
Presentations to area groups and organizations	____
Periodic mailings to employers who haven't hired your clients recently	____
Using employer committees to promote the use of the agency among other employers	____
Field visits to employers	____
Your agency listed in your area's social service directory	____
Participation in job fairs	____
Posters	____
Asking employers to refer you to other employers x	____
Billboards	____
Season's greetings cards	____
Follow-up letters thanking employers for their time and for job orders	____
Slide presentations about your program	____

Each of the items on the above list could be used. Some are more practical than others. Look at the list and find those with an "x" after them. These are methods you should be certain to use. You will find examples of promotional pieces on pages 2A-F.

It's important that you talk with your agency director about the possibility of using some specific promotional methods.

한 인 사 회 봉 사 회

KOREAN AMERICAN COMMUNITY SERVICES

Member of United Christian Community Services

4415-17 N. Clark • Chicago, Illinois 60640 • Phone (312) 275-1060

BOARD OF DIRECTORS

OFFICERS

President
Sung Ok Kim

First Vice-President
L. Yun Rvo

Second Vice-President
Yo Sung Kim

Treasurer
James C. Rhee

Secretary
Tong Whan Park

BOARD OF DIRECTORS
Jin Ho Chi
Shinae Chun
James Hargleroad
In Duk Kang
Jay H. Kim
Tass Y. Kim
Sung Sun Kon
Chang Soo Lee
Chong Wook Lee
Choon Woo Lee
Maria Park
Jaenus Ro
Young Sook Ryan
Gary A. Topper
Bok Soon Yang
Joseph Yi

HONORARY MEMBER
Kyung Hoon Lee
Consul General, Korea

EXECUTIVE DIRECTOR
Harold Hyunchung Shin

AUDITOR
Eung Man Cha

Dear

Please find enclosed the brochure describing our agency's job placement services. As you have job openings from time to time please feel free to contact us. We have a diverse clientele with a variety of qualifications.

Many employers use our services regularly. We hope that you also can find us helpful. If you regularly send out job opening information please put us on your mailing list. Please note that we do not charge for our services.

I appreciate your concern and look forward to our future contact.

Sincerely yours,

David Wible
Job Developer

DSW/y.c.
Enclosure

LETTER OF INTRODUCTION

한 인 사 회 봉 사 회

KOREAN AMERICAN COMMUNITY SERVICES

Member of United Christian Community Services

4415-17 N. Clark • Chicago, Illinois 60640 • Phone: (312) 275-1060

INDOCHINESE EMPLOYMENT PROGRAM- KACS

Phone:(312) 275-1027

OFFICERS

President
Eung Man Cha

First Vice-President
Sung Ok Kim

Second Vice-President
Chong Wook Lee

Treasurer
Gary A. Tepper

Secretary
Shirley Chun

Auditor
Sang Ik Kim

BOARD OF DIRECTORS
Hyo Hyun Ryun
Young Ik Cho
Paul Chung
John M. Ferrer
In Duk Kang
Yu Sung Kim
Tack Y. Kim
Tong-Ho Koh
Chong Soo Lee
Ki Choon Lee
Hae Dai Para
Tong Whan Park
Ung Yun Ryo
Joon Seok Seo

HONORARY BOARD MEMBER
Ambassador Hoon Lee
Consul General
The Republic of Korea

EXECUTIVE DIRECTOR
Hyun (Harold) C. Shin

Dear Sir

I am working for the INDOCHINESE EMPLOYMENT PROGRAM at Korean American Community Services as a Vocational Counselor.

The Indochinese Program has been established by the States of Illinois to provide comprehensive job counseling, training and placement to Indochinese Refugees, with the purpose of preparing them to become productive employees and economically self-sufficient.

I am seeking person like yourself, to assist me in finding employment and training opportunities for the refugees who are of all levels,unskilled to professional. They are known to be hard working, eager to learn new work,and wishing to build a positive life in the United States.

We will call you occasionally to inquire about jobs available or, please call us if you have openings. We will refer suitable applicants for your consideration.

Your assistance certainly has contributed greatly to the resettlement program and really appreciated.

Thank you for your cooperation.

Sincerely Yours,

Linh Han
Vocational Counselor

We follow-up our job placements with any necessary:

—translation and interpretation

—counseling

—on-the-job assistance

—intervention

If you anticipate job openings or would like more information please feel free to contact any of the following staff:

Program Director:
Rev. Harold Shin

Job Developer:
David Wible

Korean Staff:
Mrs. Bu Cha Shin

Indochinese Staff:
Mr. Moua Thao
Mrs. Linh Han

(312) 275-1060
(312) 275-1027

KOREAN and INDOCHINESE JOB PLACEMENT SERVICES

KOREAN AMERICAN COMMUNITY SERVICES
A NOT-FOR-PROFIT CORPORATION
COOPERATING WITH THE STATE OF ILLINOIS SINCE 1972
4415-17 N. Clark St.
Chicago, Ill. 60640
(312) 275-1060

BEST COPY AVAILABLE

WHAT EVERY EMPLOYER WANTS

DEPENDABLE WORKERS!

FIND THEM A.K.A.C.S.

ABOUT OUR CLIENTS

OUR KOREAN AND INDOCHINESE WORKERS COME FROM ALL LEVELS OF JOB SKILLS AND EXPERIENCE WITH VARIOUS LEVELS OF ENGLISH SPEAKING ABILITY.

THEY ARE:

- industrious
- extremely dexterious
- from a cultural tradition of loyalty and hard work
- anxious to establish a meaningful life in America.

WHY USE OUR FREE SERVICES?

- Find diligent workers for your business.
- Avoid large numbers of unscreened applicants.
- Reach your affirmative action goals.
- Avoid the cost of newspaper want ads and employment agencies.
- Help new families become self-supporting.

On many occasions our company has had job openings and we've found the Korean and Indochinese are good and dependable. Using the K.A.C.S. saves our company time in personnel recruitment."

L.E. Stever
Plant Manager
Lane South Mfg.

BEST COPY AVAILABLE

LETTER OF INTRODUCTION

Indochinese Refugee Project
360 Du Page Street # I
Elgin, Illinois 60120

YWCA
young women's christian association

220 East Chicago Street Elgin, Illinois 60120 Phone 742-7930

Dear

Since July, 1979, the Elgin YWCA has been conducting a comprehensive education and training program for adult refugees from Laos, Vietnam, and Cambodia. An important element of this program is employment for the refugees to enable them to become productive members of American Society. The YWCA Indochinese Refugee Project is providing classes in English and specific skill areas such as welding and machine tool to make the refugees more employable.

Two of our Indochinese Project staff members are working in the area of job development and placement. They are Sue Barauski, Employment Services Coordinator and Cuc Dinh, Job Developer. They will be calling you soon for an appointment to explore the needs of your company. Many refugees have been hired by companies in the Fox Valley and have earned a reputation for dependability and efficiency.

The YWCA appreciates your assistance in this public service project.

Sincerely,

Joan Berna

Joan Berna,
YWCA Community Service Director

CALLING CARD

YWCA
YOUNG WOMENS CHRISTIAN ASSOC.
INDOCHINESE REFUGEE PROJECT

SUE BARAUSKI
EMPLOYMENT SERVICES CO-ORDINATOR

360 DU PAGE STREET
ROOMS [illegible]
ELGIN, IL 60120

OFFICE (312) 697-3360
HOME (312) 697-7087

A United Way Agency

IRP-I (4/80)

LETTER OF CLIENT
RECOMMENDATION

AIGNER
G.J.AIGNER COMPANY 426 South Clinton Street Chicago, Illinois 60607 Area 312 427-7414

March 27, 1981

TO WHOM IT MAY CONCERN:

Over the past two years we have hired several applicants recommended to us by Ms. Linh Thi Han, vocation counselor for the Korean American Community Services.

We have found these applicants to be hard-working, industrious people who are a credit to our company.

Because of this we are pleased to be able to recommend Linh Thi Han to anyone seeking competent new employees.

Sincerely,

G. J. AIGNER COMPANY

William E. Peterson

William E. Peterson
Chicago Branch Manager

WEP:sk

In the space below list the specific promotional methods you plan to talk to your director about:

Q. Is using promotional mailings to employers one of the advertising methods you currently use or would like to use in the future? (Check one)	Yes	No
	___	___

If it is, you should know that promotional mailings can be very effective in creating employer awareness of your program and in prompting some employers to call for more information. Usually, the best way to handle mailings of this type is to:

Mail the material out at a rate that you can follow-up on. About 20 pieces a day is usually a reasonable number.

Keep track of when the materials were sent out and call each employer 72 hours after their piece was mailed.

While on the phone with the employer, mention that you sent the mailer and briefly describe your program. Then ask questions to find out if the employer is hiring and if he/she has openings that your clients could fill.

If the employer looks promising, arrange an appointment to see the employer to talk more about your program and the employer's needs.

Remember:

<u>The important thing about mailings is the follow-up you do.</u>

Using the Job Bank

A job bank is an absolute necessity for a job development program. A job bank is a system for recording information on employers and available job positions. The basic element of the job bank system is the Employment Position Form, also called the "Job Bank Card", like the one you will find on the next page.

You can see that using the job bank card is a help to you. It provides you with helpful information on the employer and specific information on the job openings your clients might be able to fill. It also enables you to see quickly by looking at just one piece of paper, which clients were referred to the employer and when.

	Yes	No
Q. Does your program have a job bank?	___	___
If yes, does it include these types of information:		
(About employer)		
Name of company, address, telephone number	___	___
Contact person	___	___
Dates and type of contact made	___	___
(About positions available)		
Title of position	___	___
Duties	___	___
Hours	___	___
Part time/full time	___	___
Salary	___	___
Fringe Benefits	___	___
On-the-job training	___	___
Experience required	___	___
Skill level	___	___
Temporary/permanent	___	___
Starting date	___	___
Language requirements	___	___
Experience of employer with limited English speakers	___	___
(About client's referral)		
Name of Client	___	___
Dates of referral	___	___
Results of referral	___	___

Acquiring Job Information: How to Get Leads

The heart of job development and placement is identifying the employers who have job openings suitable for your clients; openings that are available now or that will be open in the near future. It is your job to do this. You will be far more efficient and your results will be better if you use a variety of approaches. On the next page is a list of approaches you might wish to use.

Check the approaches you use to acquire job information.

- Checking newspaper want ads each day ___
- Visiting employers ___
- Telephoning employers ___
- Noticing "help wanted" signs ___
- Information from previously placed clients ___
- Leads from sponsors ___
- Referrals/tips from employers ___
- Door-to-door canvassing of employers ___
- Through other organizations, such as:
  - CETA ___
  - Job Service ___
  - Urban League ___
  - Vocational Training Teachers ___
  - National Alliance of Business ___
  - Hospitals ___
  - City Hall ___
  - College Placement Offices ___
  - Economic Development Associations ___
  - Small Business Administration ___
  - Chamber of Commerce or other business associations ___
  - Other government agencies ___
  - Other community organizations ___
- Sending a survey questionnaire to employers or telephoning them to determine positions available ___
- Responding to inquiries about the program from employers ___
- Reading business articles and discovering new businesses that are opening up ___
- Tips from job developers in other programs ___
- Tips from other program staff ___

List other approaches not listed above that you use to acquire job information.

The important thing about these approaches to acquiring information about jobs is for you to be systematic in using them. You can do this best by identifying the specific approaches you will use on a regular basis and those you will use less often. I suggest you do this right now while this information is fresh in your mind.

	Yes	No
Q. Do you use any of these approaches every day? (Check one)	___	___

Acquiring information about possible job openings is an extremely important part of job development. You should do it at least 12-15 hours every week. Some possibilities open to you are:

Setting aside two days
Two or three hours
Four hours a day, three days a week

By using these methods you will identify specific employers who might be interested in hiring your clients. At this point your objective is to contact the employers.

Contacting Employers

As a job developer, you personally contact employers in two ways: by telephone and face to face (in person, on-site). Generally, the more contacts you make with employers, the more jobs you will develop. In other words, if you want to develop more job openings for your clients, you should contact more employers.

Of course, the quality of your contacts with employers is also very important and we will look at that too.

In making contacts with employers, whether by telephone or in person, you should ask yourself some important questions: (Please check)

		Yes	No
Q.	Do you set aside specific time to contact employers every week? Every day?	___	___
Q.	Have you planned what you're going to say to the employer before you make contact?	___	___
Q.	Do you know how many employers you want to telephone to make on-site appointments each day?	___	___
Q.	Do you know how many employers you want to visit and make presentations to each day?	___	___
Q.	Are you prepared to handle most every question or objection the employer might have?	___	___
Q.	Before visiting an employer, do you call beforehand and make an appointment?		
Q.	Do you know who in the company you want to talk to?	___	___
Q.	Do you take a tour of the employer's facility?	___	___

The most preferable answer to each of the eight questions above is "yes". The reasons why are presented in the next few pages. Exceptions are also discussed.

To carry out employer contacting effectively, you should <u>set aside specific time</u> which you will use to reach employers. Depending on your other duties, this may be a full day or parts of a day. Whichever it is, you should use this time for no other purpose than to contact a employers. If a serious emergency comes up, handle it, of course, but otherwise concentrate only on dealing with employers during your employer contact time.

Although there are exceptions, the best times to contact employers are:

Tuesday, Wednesday and Thursday from 9:30a to 11:45a and from 1:30pm to 4:00pm.
Fridays from 9:30am to 12:00pm.

For most employers, Monday is a bad day for contact, as is Friday afternoon. Do not call or visit between 12:00p and 1:00p lunch hours, and give the employer time in the mornings to get other business out of the way.

On the other hand, some employers prefer to handle business very early in the morning or at lunch. It's up to you to ask the employer when you should contact during your first conversation with him - "By the way, Mr. Jones, is there any particular time you would prefer me to contact you?"

Q. When you first contact an employer, who do you try to talk to?

(Check one)	Yes	No
The Personnel Director	___	___
An interviewer in the Personnel Department	___	___
Anyone who will talk to me	___	___
The President or Vice-President	___	___
A head of a plant or department	___	___
The owner	___	___
The person in charge of hiring	___	___
The secretary of the Personal Director	___	___
Any secretary	___	___

Who to contact in the company is an important issue. A very effective approach is to begin a relationship with a company by arranging to see someone higher up in the company, someone like the President, Vice-President or head of a plant or department, if possible. People at this level in the company have more power than people in the Personnel Department and they are more likely to be sympathetic to working with your clients. Also, personnel people sometimes get tired of talking with job developers from too many agencies. After you have talked with the higher ups, you will be referred to the Personnel Department. If you're working with small employers, ask for the owner or the person in charge of hiring.

ARE YOU ANSWERING THE QUESTIONS AS YOU GO ALONG?

	Yes	No
Q. Do you set up an appointment before you visit an employer for the first time? (Check one)	___	___

If at all possible, it is advisable to use the telephone to set up an appointment to see the employer the first time. This is particularly true if you are going to visit someone with authority in the company - a higher up. Calling ahead is a courtesy. It shows professionalism and consideration for the employer's time.

After you've worked with the employer for some time, it might not be necessary to make an appointment when you visit. But always ask the employer how he/she would like to do it - should you make an appointment or is it O.K. if you just stop in. Do what the employer wants.

Sometimes too, you will find yourself in an area that you don't visit very often, and you will see a company that you would like to visit. I suggest that you use what is called a "cold call." Rather than going back to the office and telephoning for an appointment, drop in to see the employer. If it becomes clear that the employer would like you to make an appointment, make it right then and there - "Why don't I come back next Tuesday at 10:00a. Is that all right?"

Preparing your presentation before you speak with the employer will improve your performance. The saying, "Practice makes perfect" is very true in job development. The more you prepare for and practice your presentation to employers, the better the presentation will be. If you're confident about your ability to give a good presentation, you'll do a better job and your relationship with the employer will be more positive and cordial. Effective job developers are always striving to improve their presentations. They continually assess its strong and weak points and seek ways of polishing it and making it a more effective communication tool with employers.

Using the Telephone to Contact an Employer for the First Time

By using approaches for acquiring job information such as those listed on page 6, you will be able to identify employers in your area who might be interested in hiring your clients. Your objective at that point is to contact them to:

- briefly introduce yourself and your program
- determine if they are hiring now or expect to hire in the foreseeable future
- find out if they will have job openings in the types of jobs your clients can fill
- set up an appointment to visit the company if they hire people for jobs your clients could realistically fill
- thank the employers for their time

At this point, if you have arranged for an appointment to visit the employer, you enter the date and time of the appointment on your calendar or appointment book. Try to schedule employers located close together geographically on the same day. By grouping your appointments in the same area you will save time.

If you did not make an appointment, have a letter sent to the employer thanking him for his time and enclose a brochure about your program. This courtesy will impress the employer and make it more likely that he/she will remember you in the future.

If the employer cannot see you in person, conduct your presentation over the telephone.

In all, the telephone call to set up the initial appointment with the employer should take no more than 2 1/2 to 3 minutes.

You can see that if you set aside uninterrupted time for concentrated telephoning, you should be able contact comfortably at least fifteen employers in one hour. Remember, the more employers you contact, the more jobs you will develop. If you spend 5 hours each week telephoning, you will reach approximately 75 new employers every 5 days. Using the telephone is a very fast method for expanding your employer accounts.

Visiting the Employer for the First Time

By jotting down the appointments you make on the telephone on your calendar or in your appointment book, you are able to keep track of who you are going to see and when you are to see them.

	Yes	No
Q. Do you study information on the employer before you make your first visit? (Check one)	___	___

It is advisable, before you actually visit the company, to get hold of some information about it. You are interested most in what the company does - what it makes or the services it provides - and the approximate number of people it employs. Some of this you can get from the employer during your telephone call to set up the appointment. Some employers in your area are so well known that everybody is aware of what they do, but at other times you will not know very much at all. The most useful source of employer information is to be found in your

public library, in your area's directory of employers, such as Dun and Bradstreet, the Manufacturer's Guide, or the like. Tell the librarian what you are interested in and you will be directed to your local employer directories. Get in the habit of using these directories.

Q. Are you always dressed appropriately for the employer interview? (Check one)	Yes ___	No ___

The answer should always be yes! Emphatically! Dress in a way that is appropriate to the employer you will visit. If you are going to see the president of a bank you will dress up more than if you are going to talk with the owner of a diner. Always be neat, well-groomed and highly presentable. How you look directly affects how you impress the employer. Look like a professional and you will make a good visual impression.

Q. Do you think your first visit to an employer is a sales activity? (Check one)	Yes ___	No ___

Conducting the Employer Presentation

The employer presentation is a carefully planned face-to-face meeting between you, the job developer, and the employer. The presentation consists of a variety of sales methods and techniques which you use to obtain a job order appropriate for your clients.

In essence, there are four parts to the employer presentation.

Part 1 Introduce yourself. Refer to the telephone conversation you had with the employer. Give the employer your business card and brochure.

Part 2 Inform the employer briefly of the services your program provides. Ask questions to find out what the employer likes about your services and what questions he/she has. Be prepared to answer questions and to handle objections the employer might have.

Part 3 When you have finished your presentation of the program, ask the employer if he/she has any job openings now or if he/she will have any in the future.

Part 4 Use your job bank card - or employer position form - to record job information on positions available. See pages 4 and 5 for the types of information you should enter on the job bank card.

If you can see right away that you will be able to fill the position with one of your clients, let the employer know. "We're working right now with someone who is just what you're looking for. Let me tell you about her ..."

If you will have to go back to the program to identify a candidate for the job, let the employer know. "I'm certain we'll be able to fill this. I'll go back to my office and check on it. I'll give you a call this afternoon and let you know."

If the employer has no openings currently, ask when he/she thinks he/she will need someone. If he/she gives a time - "Oh, this summer sometime ...," state that you will call back before then. Note on your calendar to contact the employer.

Let the employer know that you will telephone from time to time to see if you can help to find the right person.

Handling Objections or Questions

Q. The best thing to do when an employer raises an objection, such as "Your clients don't really want to work," is to: (Check one)	True	False
- ignore it and move right on	___	___
- argue with the employer	___	___
- pack up your things and leave the office	___	___
- none of these	___	___

Objections or questions are merely requests for more information. The employer doesn't know something and wants to know. Your job is to provide this information. This is probably the most challenging part of your job too.

Never:

- ignore an objection
- argue (you should respond, but do not get into a heated argument)
- give up in defeat

Instead, in handling objections:

- bring objections out into the open by asking questions
- let the employer talk; listen; don't argue
- repeat or paraphrase the objection ("You're saying that you think our clients don't like to work.")
- provide information to show that the employer's objection is not accurate. ("As a matter of fact, a lot of employers tell us our clients are among their hardest workers.")

Also, make note of the employer's objections on the job bank card. This will give you information that will help in referring clients.

How many employers to visit

Q. How many new employers should you visit in one day? (Check one)

1-3 ____
4-6 ____
7-9 ____
10-12 ____

Let us say you have set aside a full day to see employers. Each new employer interview should take an average of 20 minutes. Some will take only 5 minutes; some will require about an hour. While you wish to reach as many employers as possible each day, you never want to rush an employer. If you have scheduled your visits on the basis of geography (they're all located in one area), you should be able to visit about 7 employers comfortably each day.

Taking a Tour of the Employer Facility

It is helpful to you if, before leaving the employer, you ask to be shown around the company. Tours like this enable you to observe work areas and conditions, types of jobs, machines used, lunch and break facilities and language used; all of which will be helpful to you when talking with clients about the job. Also, it often makes the employer proud to show outsiders the company. It can certainly impress the employer with your professionalism. Most employers will be happy to arrange tours for you and will introduce you to other people in the company. So, even though this requires you to spend a little extra time at the company, taking a company tour is an excellent practice. Not all employers will want you to tour their facilities, but at least ask.

Knowing Your Clients

It is always better to talk about specifics with an employer than about generalities. One of the most important specifics is your client.

Before going out to see the employer for the first time, you will have gotten basic information about the company either over the telephone or by looking through employer information at your library. From even this minimal information, you should be able to figure out the types of jobs the employer might be interested in hiring for. Go to your client files before visiting the employer and identify a few clients who might be right for the company. Get to know this client information so that you can describe these particular clients to the employer.

Be Prepared to Make a Number of Contacts with the Same Company

Q. Do you usually go away from the company with a job order after your first visit? (Check one)	Yes ___	No ___

Most of the time job developers do not get job orders on their first visit. Does this mean that the job developer is not good at the job? No, not at all. It simply points out that creating a relationship with an employer is a developmental process. It is much like forming a personal friendship. All of your friends at one time were strangers to you. Over time, you developed a friendship.

Let us say that your first visit to the employer did not result in a job order. Following the visit:

- Send a letter thanking the employer for his/her time and reminding him/her that your program is available to assist. Enclose a brochure.
- If the employer has requested additional information, supply it.
- You might invite the employer to visit your program; you conduct the tour. Some personnel people will even conduct hiring interviews with your clients at your offices.
- Call the employer regularly (once a month); be prepared to talk about specific clients that you believe would help the employer.
- Periodically "drop in" to see the employer. Tell him/her you were in the area and thought you would stop by.
- Always remember, persistence is the secret of success of many fine job developers.

Making Contact with Employer and Employer-Related Groups

Q. Have you made yourself known to employer groups and associations in your area? (Check one)	Yes	No
	___	___

Your job development activities will certainly be supplemented if you introduce yourself and your program to employer and employer-related groups, such as the local Chamber of Commerce. Get involved in their activities. Employer and related groups are an influence network that you should tap into.

In addition to the Chamber of Commerce, other employer-related groups you might find in your area are:

National Alliance of Business
Personnel associations
Small businessmen's or women's groups
Rotary Club
Kiwanis
Optimists Club
Elks Club
Shriners

Q. Can you think of other groups or associations in your area that employers belong to? List all you can think of here:

Establishing a relationship with employer groups is very much like establishing a relationship with a company.

- If you are not already aware of employers in the area, use a telephone book or directory of social service agencies to identify employer groups in the community.

- Telephone the group's director, briefly describe your program and ask for an appointment on-site.

- What you talk about during your on-site visit to the group's office depends on what you want to accomplish. If possible, try to arrange to make a presentation at one of their meetings. Involve your program director in this presentation. Pass out your brochures or information sheets.

- The purpose of the presentation to the membership is to let the employers know more about your program and to encourage them to contact you about hiring your clients.

- It is always advisable to get a list of those who attended the meeting and to telephone them afterwards to see if it is advisable for you to visit them to discuss their hiring needs. This is good follow-up. It often leads to job placements.

II. JOB PLACEMENT

Orienting the Client to Your Program

Q. Do you agree (A) or disagree (D) with this statement:

While clients are in the program, they have a clear idea of what the program is doing in their behalf? (Check A or D) A __ D __

While this may be true in your program, it is not true in most programs. In most cases, the staff assumes that the client knows what the program is all about. But, in fact, most clients do not have a clear, specific idea of it. Never assume that the client already knows. Always assume that he/she does not know.

One of the most important means of providing clients with full, accurate information is to provide all clients with a full orientation to your program, its services, and what it can do for the client. This is particularly important since some of your clients come to the program with misinformation they have picked up in the community. The only way they will get accurate information is from the program itself, from you and other staff. (See Client Contract for example of a native language orientation, page 23A). The orientation to services should be in the clients' native language as should:

- the services provided by the program staff's roles
- the tasks and functions of staff they will be meeting or working with
- placement and follow-up services - what is done and why they are important
- rules, regulations and policies affecting clients
- the program's expectations of clients. See page 23A for a form you can use to clarify your expectations and the clients
- the nature of the "contact" the program makes with clients - the responsibilities of the program and the responsibilities of the client
- why certain forms and records are necessary
- introducing the client to at least two people in the program whom he/she can contact for more information

Orientation is just the beginning of the process of giving the client information. Before working with each client, staff should provide a brief description of what the service is, what it is to accomplish, what is expected of the client and what benefits the client can gain from the service. Again, never assume that the client already knows these things. Never be afraid of repeating information. Sometimes you have to hear something often before it will sink in. You probably do not have time to set aside a half day to orient a group of clients. In that case, give this information individually to each client.

Assessing Clients for Employment Readiness

Q. What do you look for in assessing clients?

Before referring clients to employers, you have to make judgments about their readiness for work. A useful frame of reference for assessing the client's job readiness is the employer's expectations. What is the employer looking for in people he/she considers "employable?" You can even ask yourself, "If I were employer X, would I hire this person?"

Among the basic factors most employers are looking for are the following:

Attitude and Motivation to Work:

- a strong work ethic
- positive attitudes toward work and the future
- cultural backgrounds that value work
- a positive self-concept
- desire to work at appropriate hours of the day
- ability to put off some satisfactions for the future
- a need for a job and money

Language abilities in:
- Reading
- Listening
- Writing
- Speaking

See the Language Skill Level Scale on page 23H

Work history:
- Years of prior experience in work and in a comparable job to the one that's open (the more years, the better)
- Are past job experiences comparable to those necessary to handle the current opening?
- Transferability of job experience and skills from other countries and jobs to the available job
- How recently the client was employed - (the more recently, the better)
- Reasons for job loss
- Availability of job references
- Demonstrable skill level - (if tested, would the client show high job ability?)
- Work habits - (is the client accustomed to getting to work on time regularly, etc.)

Transportation:
- Does the client have his/her own car
- Is public transportation available and does the client know how to use it?
- If no to the questions on the preceding page, is some other transportation realistically available?

Personal appearance:
- Dress and grooming - (are the client's clothing and grooming appropriate to the job?)
- Physical - is the client physically and mentally healthy and adequate in physical appearance?

Interpersonal abilities and impressions:
- Optimistic - (does the client have a positive frame of mind or does he/she complain a lot?)
- Friendliness - (is the client reasonably friendly or a sour puss?)
- Warmth - (is the client able to impress others as reasonably "nice" and congenial?)
- Relating to others - (does the client appear able to follow instructions, ask questions, and obey rules?)
- Personal responsibility - (does the client impress others as being able to follow through on instructions or requests?)

PROGRAM POLICY

NORTHWEST EDUCATIONAL COOPERATIVE

The purpose of this notification is to inform you of the Elgin YWCA's policy and to also orient you to the type of services available. All Indochinese Refugee programs in Illinois funded by Northwest Educational Cooperative are required to implement this policy.

YOU ARE EXPECTED

1. To learn English as quickly as possible. In addition, you will probably need to continue your English studies even if you are working. As you learn more English, you will be able to get a better job.

2. To accept an entry level job until your skills increase.

3. To attend classes on a regular basis. If you fail to attend more than 3 consecutive classes without a reasonable explanation, your name will be dropped from the class list to make room for others on the waiting list.

4. To accept a job offered by the job developer upon full or partial completion of training, if you are in a training program.

FAILURE to follow one or more of the above may result in you not receiving any services, with the exception of emergency social services.

WE WILL PROVIDE YOU WITH

1. Orientation: Introduction to your new life in America, services provided by the program, and basic living skills.

2. Educational Services: English language instruction, and vocational training, determined by individual needs.

3. Employment Services: Job counseling and job placement.

4. Other services available are: Bilingual counseling and social services.

A service plan will be jointly designed by you and the project staff. The length of this plan will be determined by the available services and funds (generally one year or less).

I understand the Elgin YWCA's Indochinese program policy.

Signature of client:_____ Date:_____

Signature of Project Staff:_____ Date:_____

កម្មវិធីនយោបាយ
កម្មវិធីឥណ្ឌូចិននៃទីក្រុងសិលភីសកូ

គោលបំណងនៃសេចក្តីប្រកាសនេះ គឺដើម្បីជំរាបអ្នកអំពីកម្មវិធីនយោបាយឥណ្ឌូចិននៃទីក្រុងសិលភីសកូ ហើយនឹងដើម្បីអោយអ្នកឲ្យដល់បែបអាចធ្វើការបាន ។ កម្មវិធីនេះសំខាន់ឥណ្ឌូចិនទាំងអស់នៅក្នុងរដ្ឋអ៊ីលីណយ រំលឹកដល់ប្រាក់ដើមយ៉ាងតិចបួនភាគនៃការសិក្សាផ្តែកពាយ៉ាង គឺមានប្រាថ្នានឹងអនុវត្តនូវនយោបាយនេះ ។

គោលដៅមួយចំនួន

1. ដើម្បីរៀនភាសាអង់គ្លេសឲ្យបានច្បាស់ ។ ដោយសារអ្នកអាចបន្តការសិក្សាភាសាអង់គ្លេសរបស់អ្នក ទុកណាជាអ្នកកំពុងធ្វើការក៏ដោយ ។ បើអ្នកចេះអង់គ្លេសច្រើន អ្នកអាចរកការធ្វើបានទិតតែប្រសើរឡើង ។

2. ដើម្បីនឹងទទួលការងារធ្វើក្រៅប្រព្រឹត្តិបត្តិ ឬយ៉ាងតិចណាតែជំនាញរបស់អ្នកធំរើន ។

3. ដើម្បីទៅរៀនតាមមូលដ្ឋានឬតាមយួយ ។ បើអ្នកខ្លះមិនបានទៅរៀនដាច់ក្នុងសិស្ស ៥ ដង ដោយគ្មានការឯកសារបញ្ជាក់ពីមូលហេតុដែលទេ, ឈ្មោះអ្នកនឹងត្រូវលុបចេញពីបញ្ជីឈ្មោះក់រៀន ដើម្បីយកកន្លែងឲ្យអ្នកដទៃទៀត ។

4. ដើម្បីនឹងទទួលការងារ ដែលអ្នកឯកទេសការងារប្រគល់ឲ្យ នៅពេលណាអ្នកបានបញ្ចប់ការរៀនរួច ឬទាំងស្រុង ប្រសិនបើអ្នកឋិតនៅក្នុងកម្មវិធីរៀនទេ ។

ការខ្វះខាតមិនបានរកនរតតាមរបួស ឬខ្ទុះទៀតជាដើម នេះ
អាចបណ្តាលឲ្យអ្នកមិនបានទទួលកិច្ចការងារណាមួយ ទាល់តែ
តែការងារសង្គម ដែលមានទៀងជាប្រាកដ ។

រឿងដែលត្រូវឲ្យអ្នក

1. ការណែនាំ: ការណែនាំចំពោះជីវភាពថ្មីរបស់អ្នក
នៅក្នុងអាមេរិក, កិច្ចការធ្វើឲ្យដោយកម្មវិធី, និងជីវៈដ៏នាឮ
ជាច្រើនផ្សេងៗ ។

2. កិច្ចការខាងការសិក្សា: ការបង្រៀនភាសារបស់គ្រួស,
ការទទួលទុកដាក់ទារកដើម, បញ្ជាក់ដោយសេចក្តីត្រូវការពីបុគ្គល ។

3. កិច្ចការខាងការងារ: ការណែនាំរកការងារ និងការ
ជាក់ឲ្យធ្វើការងារ ។

4. កិច្ចការដ៏ទៃទៀតគឺ: _____

ចំណែកការណ៍កិច្ចការមួយ នឹងត្រូវត្រៀបរួមជាមួយអ្នកនឹង
គណៈត្រៀបការណ៍ ។ រយៈពេលនៃចំណែកការណ៍នេះ នឹងត្រូវបញ្ចាក់ច្បាស់
ពេលណាមានកិច្ចការនឹងជ្រាក់ទុន (តាមធម្មតា ប្រហែលជាប្រំបួនខែដល់ដប់ពីរខែ) ។

ប្រំបួនសប្តាហ៍ក្រោយពីនេះ ជាមួយនឹងនៃវិទ្យាល័យគឺសង្កត់ ។

ហត្ថលេខាក្បាល: _____ កាលបរិច្ឆេទ _____

ហត្ថលេខាគណៈត្រៀបការណ៍: _____ កាលបរិច្ឆេទ _____

ນະໂຍບາຍ ຂອງ ໂຄງ ການ ຈົບ ຊັ້ນ ແຕ່ ຄັ້ງ ວານ ກ້ ີ

ຄວາມ ມຸ່ງ ຫວັງ ໃນ ການ ແຈ້ ງ ຄວາມ ເພື່ ອ ໃຫ້ ທ່ານ ຮັ ບ ຊາ ບ ກັ ບ ນະ ໂຍ ບາ ຍ ແລ ະ ການ ຮັ ບ ໃຊ ້ ຕ່ າ ງ ຂ ອ ງ ໂ ຄ ງ ກ ານ ແ ຫ ່ ງ ນ ີ ້ . ໂ ຄ ງ ກ ານ ຈ ົ ບ ຊ ັ ້ ນ ຊ ຸ ມ ຊ ົ ນ ຫ ຸ ກ ໆ ແ ຫ ່ ງ ໃ ນ ຣ ັ ຖ ວ ໍ ຊ ິ ງ ຕ ັ ນ ໄ ດ ້ ຮ ັ ບ ເ ງ ິ ນ ທ ຶ ນ ຈ າ ກ NORTHWEST EDUCATIONAL COOPERATIVE. ສ ນ ັ ້ ນ ໂ ຄ ງ ກ ານ ຄ ັ ້ ງ ກ ່ ອ ນ ນ ີ ້ ຈ ຶ ່ ງ ໄ ດ ້ ຮ ວ ມ ນ ະ ໂ ຍ ບ າ ຍ ຄ ັ ້ ງ ກ ່ ອ ນ ຂ ອ ງ ພ ວ ກ ເ ຮ ົ າ .

ພວກ ທ່ານ ຕ ້ ອ ງ :

1. ຕ ້ ອ ງ ຮ ຽ ນ ພ າ ສ າ ອ ັ ງ ກ ິ ດ ຢ ່ າ ງ ໜ ້ ອ ຍ ໜ ຶ ່ ງ ປ ີ ທ ີ ຈ ະ ເ ປ ັ ນ ໄ ດ ້ . ເ ຖ ິ ງ ແ ມ ່ ນ ວ ່ າ ທ ່ ານ ຈ ະ ມ ີ ວ ຽ ກ ງ ານ ເ ຮ ັ ດ ແ ລ ້ ວ ທ ່ ານ ກ ໍ ຄ ວ ນ ຈ ະ ຮ ຽ ນ ພ າ ສ າ ອ ັ ງ ກ ິ ດ ຕ ໍ ່ ໄ ປ . ເ ພ ື ່ ອ ຈ ະ ໄ ດ ້ ຊ ອ ກ ວ ຽ ກ ງ ານ ທ ີ ່ ດ ີ ກ ວ ່ າ ເ ກ ົ ່ າ .
2. ຍ ື ນ ຍ ົ ນ ເ ຮ ັ ດ ວ ຽ ກ ທ ີ ່ ກ ໍ ານ ົ ດ ຫ າ ໃ ຫ ້ ຈ ົ ບ ກ ວ ່ າ ທ ່ ານ ຈ ະ ມ ີ ຄ ວ າ ມ ຮ ັ ບ ຜ ິ ດ ຊ ອ ບ ຫ ລ າ ຍ ກ ວ ່ າ ເ ກ ົ ່ າ
3. ໄ ປ ໂ ຮ ຽ ນ ຮ ຽ ນ ເ ປ ັ ນ ປ ົ ກ ກ ະ ຕ ິ , ກ ັ ນ ຫ ລ າ ຍ ວ ່ າ ທ ່ ານ ຂ າ ດ ໂ ຮ ຽ ນ 5 ມ ື ້ ຕ ິ ດ ກ ັ ນ ໂ ດ ຍ ປ ະ ລ ະ ເ ຫ ດ ເ ຊ ັ ່ ນ ທ ີ ່ ສ ົ ມ ຄ ວ ນ . ຖ ້ າ ວ ່ າ ທ ່ ານ ຈ ະ ກ ັ ບ ຕ ົ ວ ອ ອ ກ ຈ າ ກ ໂ ຮ ງ ຮ ຽ ນ ເ ພ ື ່ ອ ໃ ຫ ້ ຮ ັ ຍ ີ ເ ຂ ົ ້ າ ມ າ ແ ທ ນ ທ ີ ່ .
4. ຍ ື ນ ຍ ົ ນ ເ ຮ ັ ດ ວ ຽ ກ ທ ີ ່ ກ ໍ ານ ົ ດ ຫ າ ໃ ຫ ້ ໂ ດ ຍ ຄ ົ ນ ໃ ນ ໂ ຄ ງ ກ ານ ທ ີ ່ ສ ະ ເ ໜ ີ ເ ຊ ື ່ ອ ວ ່ າ ທ ່ ານ ຈ ົ ນ ກ ວ ່ າ ຈ ະ ຈ ົ ບ ຮ ຽ ນ ສ ະ ເ ໝ ີ ທ ້ ອ ງ ຖ ິ ่ ນ ທ ່ ານ ກ ໍ ສ ້ ຽ ມ ຍ ້ (ໃ ນ ກ ໍ ร ะ ณ ี ท ี ่ ท ่ า น ก ำ ล ั ง ร ี ย น อ ย ู ่)

ຖ ້ າ ວ ່ າ ທ ່ ານ ບ ໍ ່ ສ າ ມ າ ດ ປ ະ ຕ ິ ບ ັ ດ ໄ ດ ້ ຕ າ ມ ຂ ໍ ້ ທ ີ ່ ກ ່ າ ວ ມ າ ນ ີ ້ ແ ລ ້ ວ . ທ ່ ານ ອ າ ດ ຈ ະ ບ ໍ ่ ไ ด ้ ร ั บ ค ว า ม ช ่ ว ย เ ห ล ื อ ต ่ า ง จ า ก โ ค ง ก า น อ ื ่ น . พ ว ก จ า ก ใ น ก ำ ร ะ ณ ี ส ุ ก เ ส ี ย เ ท ่ า ม ั น

ພ ວ ກ ເ ຮ ົ າ ຈ ະ ຊ ่ ວ ຍ ເ ຫ ລ ື ອ ທ ່ ານ ໃ ນ ຕ ັ ນ :

1. ການ ປັ ບ ປຸ ง ตั ว เอง ให้ เข้ ากับ สิ่ ง แวด ล้ อม และ การ ใช้ ชี วิ ต อยู่ ใน ชุ ม ชน ร่ ว ม กั น .
2. ການ ສ ຶ ກ ສ າ ແ ລ ะ ການ ຮ ຽ ນ ວ ິ ຊ າ ອ າ ຊ ີ ບ ซึ่ ง ขึ้ น อยู่ กับ ความ ต้ อ ง การ ของ แต่ ล ะ บุ ค คล .
3. ให้ การ แนะ นำ ใน ตั ว เอง และ การ แสะ วิ ชา อาชี พ .
4. ພ ວ ກ ຈ າ ກ ພ ້ ໍ ม ี ການ ช่ ว ย เหลื อ ต่ า ง ๆ อี ก เช่ น _____

ละ ยะ เอ สา แล ะ แผน ที่ ใน ตั ว การ ช่ ว ย เหลื อ จะ ขึ้ น อยู่ กับ โ ค ง ก า น แ ล ะ เ ง ิ น ท ุ น จ า ก ร ั ฐ บ า ล (ต า ม ท ี ่ ม ี ก ำ ห น ด ไ ว ้ จ ะ ใ ห ้ ก ั บ ผ ู ้ ท ี ่ ม ี อ า ย ุ ต ่ ำ ก ว ่ า ส ิ บ ห ้ า ป ี)

ข้ า พ เจ้ า ได้ อ่ า น แล ะ เข้ า ใจ ใน นะ โย บาย ของ โ ค ง ก า น จ ั ด ต ั ้ ง ช ุ ม ช น ใ น ร ั ฐ ว ช ิ ง ต ั น

ลาย เซ็ น ของ ผู้ ยื่ น _____ วั น ที่ _____

ลาย เซ็ น ของ ตัว แทน . _____ วั น ที่ _____

Language: Hmong

TXHOOJ XWM NTAWM OOS KAS

OOS HAS PAB NEEG TAWG ROG HAUV TSEV KAWM NTAWV KISHWAUKEE

Lub ntsiab ntawm txoj kam tshaj tawm no yog qhia rau nej hais txog Oos Kas pab tsoom neeg tawg rog hauv Kishwaukee tus txhooj xwm thiab taw rau nej txog txoj kam pab uas muaj. Tag tsoom Oos Kas pab neeg tawg rog nyob Illinois uas yog tawm nyiaj txiag pab ntawm Oos Kas pab txoj kam kawm ntawv sab hnub tuaj pem toj yuav tsum txhawb nqa tus txhooj xwm no.

KOJ YUAV TSUM

1. Kawm ntawv As Kiv kom sai raws li yuav sai tau. Ntxiv ntawd, koj tseem yuav tauj koj txoj kam kawm ntawv mus ntxiv txawm tias koj tau hauj lwm ua lawm los yog. Koj kawm tau npaum li cas, koj yuav muaj cuab kav nrhiav tau txoj hauj lwm zoo tshaj qub xwb.

2. Zoo siab txais thawj qib hauj lwm kom koj paub teg hauj lwm ntawd zoo tso.

3. Tuaj kawm ntawv tsis ncua. Yog tias koj ncua kam kawm ntawv ua ke txog tsib zaug yam tsis muaj tus qab hau dab tsi, koj lub npe yuav raug poob hauv tsev kawm ntawv mus es tseg chaw rau lwm tus.

4. Zoo siab txais txoj hauj lwm uas luag muab rau yus txawm yog hauj lwm tiag los yog hauj lwm xyaum los zoo.

Tus twg tsis taug ib los yog tshaj cov nqe hais los saum no yuav ua rau tsis tau txais txoj kam pab mus ntxiv, nrog tej yam kev pab hais txog kam ceev.

TEJ YAM PEB YUAV MUAJ PAB RAU NEJ

1. Kam taw qhia: Qhia rau nej txog lub neej nyob As mes lis kas, kam pab uas tau muaj nyob hauv Khoos kas, thiab kev paub txog kam ua lub neej.

2. Kam kawm ntawv: Kam qhia ntawv As Kiv, Kam kawm ua hauj lwm uas nyob ntawm tus nyiam.

3. Kam pab nrhiav hauj lwm: Kam sab laj hais txog hauj lwm thiab nrhiav hauj lwm.

4. Lwm yam kev pab nyob ntawm muaj raws li: _____

Kev pab yuav muaj yog nyob ntawm nej thiab Khoos Kas txhawb ua ke. Hnub nyoog ntawm Khoos kas nyob ntawm nyiaj txiag yuav muaj (yuav yog ib xyoos los yog tsawg tshaj).

Kuv tau to taub txog tus txhooj xwm ntawm Khoos Kas neeg tawg rog nyob hauv Kishwaukee.

Tus kawm lub npe: _____ Tim: _____

Cov tuav hauj lwm hauv Khoos Kas npe: _____ Tim: _____

QUI CHẾ CỦA CHƯƠNG TRÌNH

TỴ NẠN ĐÔNG DƯƠNG THUỘC ĐẠI HỌC KISHWAUKEE

Mục Đích của lá thư này là để thông báo cũng quí vị rõ về nội qui cũng như dịch vụ hiện có của chương trình Tỵ nạn Đông dương thuộc Đại học đường Kishwaukee. Tất cả những chương trình Tỵ nạn Đông dương được trợ cấp bởi cơ quan Hợp Tác Giáo Dục Tây Bắc (Northwest Educational Cooperative) đều phải có nội qui này.

CHÚNG TÔI HY VỌNG QUÍ VỊ NÊN

1. Học Anh ngữ càng nhanh càng tốt. Thêm nữa, quí vị vẫn có thể cần tiếp tục học Anh ngữ trong lúc quí vị đang có việc làm vì nếu quí vị càng biết nhiều Anh ngữ, quí vị có thể tìm được việc làm khác khá hơn.
2. Nhận làm bất cứ việc làm căn bản nào cho đến khi khả năng của quí vị tiến bộ hơn.
3. Đến lớp học thường xuyên. Nếu quí vị vắng mặt quá 5 ngày liên tiếp mà không có lý do chính đáng, tên của quí vị sẽ bị rút khỏi danh sách lớp để nhường chỗ cho người khác.
4. Nhận việc làm một khi được giới thiệu, căn cứ trên sự kết thúc hoàn toàn hay một phần của sự huấn luyện cho quí vị.

NẾU quí vị KHÔNG TUÂN THEO một hay nhiều hơn những điều khoản được nêu ra trên đây, quí vị sẽ không nhận được sự giúp đỡ nào nữa, ngoại trừ những trường hợp khẩn cấp.

CHÚNG TÔI SẼ CUNG CẤP CHO QUÍ VỊ:

1. Hướng dẫn: hướng dẫn quí vị trong đời sống mới tại Hoa kỳ, những dịch vụ cung cấp bởi chương trình cũng như khả năng căn bản để sinh sống.
2. Giáo dục: hướng dẫn quí vị học Anh ngữ và huấn luyện nghề nghiệp căn cứ trên sự cần thiết của mỗi cá nhân.
3. Nghề nghiệp: hướng dẫn quí vị trong vấn đề nghề nghiệp cũng như tìm việc làm cho quí vị.
4. Những dịch vụ khác hiện có: _____

_____

Một chuỏng trĩnh sẽ đùộc phát hoa bỏi qúi vị vã nhân viên của chuỏng trĩnh Tỵ nạn Đông dùòng. Thỏi gian của chuỏng trĩnh nãy sẽ keó dãi tùỳ theo ngân qũi đùộc trợ cấp cũng vỏi nhũng dịch vụ hiện có (trung bĩnh lã một năm hay ngắn hỏn).

Tôi đã hiểu rõ thể lệ của chuỏng trĩnh Tỵ nạn Đông dùỏng thuộc Đại học đùỏng Kishwaukee:

Chữ ký của ngùỏi tỵ nạn: _____ Ngãy:_____

Chữ ký của nhân viên của chuỏng trĩnh:_____
Ngãy: _____

LANGUAGE SKILL LEVEL SCALE

AN ADULT WHO IS... AND WHO HAS... NEEDS...

DESCRIPTION OF FUNCTIONAL ENGLISH PROFICIENCY *	ENGLISH ABILITY	AE/ESL INSTRUCTIONAL LEVELS		LEARNER SKILLS AND CLASS OBJECTIVES ** LISTENING	SPEAKING	READING	WRITING
NOT PROFICIENT Communication with a native speaker would be impossible	VERY LITTLE OR NO ENGLISH (Zero-level speakers)	BASIC BEGINNING ESL	WHICH WILL TAKE A STUDENT WHO... --- AND TEACH HIM/HER TO...	can understand no English; may understand isolated utterances but still cannot engage in basic conversation.	can speak no English; may use isolated utterances but cannot engage in basic conversation.	can read no English; may or may not be reader in first language; may recognize some high frequency sight words such as signs.	cannot write English script; or can only write some letters/ numbers such as name, address, phone.
HARDLY PROFICIENT Communication with a native speaker would be very difficult due to language problems	MINIMUM ENGLISH (False-beginners with some exposure to and/or instruction in English)	HIGH BEGINNING ESL	WHICH WILL TAKE A STUDENT WHO CAN ... --- AND TEACH HIM/HER TO...	understand basic simplified conversations with low content with many repetitions necessary; comprehend basic frequently used commands and phatic communication.	engage in a very basic conversation, expressing simple needs and requests; is often incomprehensible in normal conversation; has many structural and pronunciation errors.	read that language which has been taught in class including an expanded recognition vocabulary.	copy correctly and legibly from model; has control over alphabet and numbers; can produce basic personal information and isolated sentences correctly (e.g. correct spelling, capitalization, punctuation.
MODERATELY PROFICIENT Communication with a native speaker would not be easy due to language problems	FUNCTIONAL ENGLISH (Gets along alright but occasionally needs help to facilitate communication)	INTERMEDIATE ESL	WHICH WILL TAKE A STUDENT WHO CAN... --- AND TEACH HIM/HER TO...	generally understand in a restricted conversation with a native speaker but sometimes requires repetition and rewording; comprehend a greater number of commands and instruction.	function in a restricted conversation with a native speaker but with hesitation; may have to repeat or reword what s/he says; still has many structural and/or pronunciation errors.	read adapted materials and some non-adapted materials (newspapers and magazines) with difficulty; requires time and a dictionary; occasionally mis-interprets and misunderstands.	write textbook exercises and successfully complete most basic forms with proper mechanics; is ungrammatical in a free writing situation.
PROFICIENT Communication with a native speaker would be fluent with minor language problems	FLUENT ENGLISH (Can handle English in his/her everyday life - at work, at home, in community)	ADVANCED ESL	WHICH WILL TAKE A STUDENT WHO CAN... --- AND TEACH HIM/HER TO...	understand most natural conversation; has difficulty with high content areas, idiomatic speech and unfamiliar dialects of English.	function in normal conversation; makes some structural and pronunciation errors; however, meaning is easily discerned	read most popular non-technical materials intended for native speakers given time and a dictionary; begins to have a good grasp of work-related reading materials.	write letters, memos, etc.; can carry on day-to-day writing requirements of adult life (lists, checks, applications, etc.) with few significant structural or mechanical errors.
HIGHLY PROFICIENT Communication with a native speaker would be free of language problems	NATIVE-LIKE ENGLISH (Independent in English)	NO ESL (Out of Program)	THAT IS A PERSON WHO CAN...	understand with ease almost all telephone and in-person conversations as well as radio and TV; can function as a native in most situations.	function as a native on telephone and in-person with no major structural or pronunciation errors, even if s/he has an obvious accent.	read anything in the newspapers or related to work at a reading level comparable to or better than an American of the same age and social class.	use/write English with no significant structural errors and with the same stylistic control as an adult native English speaker.

- 23H -

43

* Reference: Kenneth Mattran and John J. Furgason
NEBRASKA INTERVIEW FOR DETERMINING ABE/ESOL PROFICIENCY, 1974.

** Adapted from "Assessing Student Performance"
TESL TALK, Special Issue, April, 1974.

There are certainly other factors which the employer may take into consideration when hiring someone, but those above are probably the most important. For your clients the most important factors are language ability, motivation to work, years of job experience and transportation. Do not expect too much of your clients. No one is perfect in all these factors. All that is required is that you realistically assess your clients by continually asking yourself, "Does this client have a reasonable chance of being hired?"

Always remember too, that each of these factors is a possible selling point that you should use when talking with employers about your clients. For example, if your clients have a cultural heritage that values work highly, tell the employer that with enthusiasm.

Always identify each client's strongest points and inform employers.

Again, when assessing clients, always ask yourself, "Is it realistic to believe this client is right for this job?"

Recording and Using Job Order Information

A job order is a specific written description of an available job opportunity. As a job developer, you will receive job orders in three ways:

1. On-site, during your visits to an employer
2. Employers calling them in over the telephone
3. Employers mailing them in

To record information about the job you will be referring a client to, use a standard form. That form is called the Job order form.

		Yes	No
Q.	Does your agency have a standard job order form that it uses? (Check one) If your agency does not have such a form, you should develop one. Feel free to use the sample forms as a model.	___	___

		Yes	No
Q.	Did you ever refer a client to an employer using the information on the job order form and have the employer complain that you didn't send the kind of person he/she was looking for? (Check one)	___	___

This is a common occurrence in programs. So if it ever happened to you, you are not alone. One reason this happens is because the job order information that is entered on the job order form is not accurate or complete. Many times this problem can be remedied by asking the employer for more detailed information.

For example, an employer might tell you that the job requires "some mechanical ability." As it stands, "some mechanical ability" does not tell you what you need to know to refer your clients. Does it mean the client must be able to use a screwdriver and pliers or does it mean that the employer expects the client to do light repair work on lawnmowers? You have to know the specifics or you cannot refer clients well. If you do not refer clients well, the employer will complain to you or use another program that does a better job in referring its clients.

The best way to get specifics from the employer so that you can enter them on the job order form is to ask the employer for the information you need. For example, ask, "What do you mean when you say 'some mechanical ability?'" or "What kind of light assembly work is that exactly?" or "What type of machine did you say?" or "When you say 'a little overtime', do you mean one day a week or what exactly?"

JOB SAMPLE ORDER FORM

Co. Name: _____ Tel: _____

_____ Contact person: _____

_____ Initial visit : _____

No. of employees: _____

Shifts & Times: 1st _____ 2nd _____ 3rd _____

Part-time?/Positions part-time: _____

Union/Info.

Job title	Pay rate	English level needed	Job Qualifications/specifics/skills needed

Raise/promotion schedule information: _____

Benefits: _____

Other information: _____

_____

Clients hired/positions/dates: _____

_____

IRP-2 (4/80)

If the employer ever asks why you need such detailed information, reply that you will use the information to find the person that will best fit the employer's needs. In other words, you're helping the employer.

Q. Do you send employers a copy of the job order form information you're using to refer clients? (Check one)	Yes	No
	___	___

Another way of avoiding referral problems and to make sure you're referring on accurate information is to mail or hand deliver a copy of the job order to the employer. Let the employer see the information your program is using to refer clients. Ask the employer to make any changes or improvements he/she wishes and to return the order form to you. Often the employer will see that he/she hasn't provided you with sufficient information and will improve the detail of the order and send it back to you.

Conducting a Pre-placement Briefing with the Client

Q. Do you talk with the client about the specific job opportunity before referring him/her out to the employer? (Please check)	Yes	No
	___	___

After you have (1) used the accurate job order information and (2) identified a client whom you assess as right for the job, you should (3) conduct a pre-placement briefing with the client.

A pre-placement briefing is a frank discussion with the client about the employer and the job opportunity he is being referred to. Its purpose is to provide the client with information about the job opportunity that the client needs to pass the job interview successfully and to make a decision about taking the job if it is offered.

Since the briefing is a discussion, it is a two-way conversation. You will do most of the talking since you know more about the opportunity. But always encourage the client to talk, to raise questions, to express fears and other feelings. This is very important. If the client has any last-minute questions or concerns, bring them out and deal with them during the briefing. Have the client come to the program on the pre-placement briefing before you refer him/her to the employer.

A list of topics to discuss during the pre-placement briefing:

Location of employer
Transportation to and from employer
How the job fits into client's plans
Reporting date, place, time
Wages, fringe benefits
Union dues
The client's responsibility to employer
Job title
The type of work and job responsibilities
Safety regulations
Tools to be used
Tests to be given
The likes and dislikes of the interviewer
The likes and dislikes of the supervisor
The need for attendance and punctuality
Break times
Clothes to wear to the interview and job itself
Hours
Questions the employer might ask during the interview
Part time/full time
Training opportunities
Language requirements
What the client does next if hired/not hired
The place and time you will meet the client to take to the interview
Will you/will you not sit in on the interview

	Yes	No
Q. Do you role-play job interviews? (Check one)	___	___

If possible, role play the actual job interview with the client. If you have video taping equipment, use it. Run it back so the client can see how well or poorly he/ she did. Be honest, but considerate in giving feedback to the client. Help, but don't wound the client's pride.

If you know the person in the company who will interview your client, pretend you are that person and conduct the role-playing job interview. The more exactly the role play reflects reality, the more helpful it will be to your client.

If possible, get a copy of the employer's job application and help the client fill it out properly. Have the client bring the completed application to the interview.

<u>During and After the Job Interview</u>

	Yes	No
Q. Do you usually accompany clients to the job interview? (Check one)	___	___

If the client you are referring to the employer for an interview <u>has a very limited English-speaking ability</u>, you should accompany the client to the company and sit in on the interview. Let the client respond to the employer's questions as much as possible. You are there only to help in the interview; not to dominate it. If you see that either the employer or client need help in understanding or getting across to the other, step in and help translate or add information. Otherwise sit back and look friendly.

You should also accompany to their interview clients with adequate English-speaking ability who you think will not pass the interview without your help. Some clients need moral support. Who to accompany to the interview is a matter of your judgement. I've found that it is not really necessary to lay out specific criteria - you know intuitively which of your clients to accompany and which will be able to make it on their own.

Q. How soon after the client has taken the job interview, do you follow-up? (Please check)

A. Within one week? ____
B. The day of the interview? ____
C. The day after the interview? ____

If possible, you should follow up the day of the interview. If, for some reason that is not possible, be sure to follow up the day after the interview.

Q. Who do you contact in doing follow-up right after the job interview? (Please check)

A. The employer who interviewed the client? ____
B. The client? ____
C. Both the employer and the client? ____

After-interview follow-up is done with both the employer and the client.

Follow-up Guidelines

1. The day of the interview or the morning after, telephone the employer and ask if the client was hired. If the client was, ask the employer for the starting day and any other information you need to discuss with the client. Thank the employer cordially and enthusiastically. (You will do this naturally because you will be happy the client was hired). You may wish to mail the employer a follow-up letter like this one. (See page 36A)

2. If the client was not hired, ask the employer to share with you the reason(s) client was not hired. Do not ask in such a way as to make the employer defensive. You are not being critical of the employer. You are just seeking information that will help you make a referral next time that the employer will be pleased with. Often employers will cite language shortcomings as a reason why the client was not hired. If so, probe to find out the level of language proficiency the employer is looking for:

Employer: "He didn't understand the safety rules I read to him. I could see that."

Job Developer: "I see. Safety rules are very important. We would be able to teach them in a very short time. We have staff who can do that. Would you hire our client then?"

3. Ask if the job is still open. If it is, try to interest the employer in another of your clients. (If the employer is interested, set up a specific time for the interview, telephone the prospective client and discuss the opportunity. If the client is interested, ask him/her to come to the center for a pre-placement briefing.)

4. Talk with the client. If he/she is hired, discuss the starting date and try to answer any questions about the job. If possible, arrange to accompany the limited English-speaking client to the job the first day.

5. If the client did not get the job, arrange an in-person meeting. Be sympathetic about the person's not getting the job if he/she is sad or depressed - "I can understand how you feel now.) Also, be optimistic - "Remember, you are not the only person who didn't get the job. Only one person got it and ten didn't. Let's get together and work on finding another job. One you'll like even more." Also, use the information you were able to pick up from the employer as to why the client was not hired to help the client make a better impression in the future. For example, if the employer stated that the client seemed to lack self-confidence, work on that factor with the client. Many times the client's not getting the job is a blessing in disguise, enabling you to work with him/her in important areas of personal improvement.

Q. Should you accompany the hired client to the job the first day? (Check one)	Yes ___	No ___

The answer to this question is a matter of your own judgement. There are no hard and fast rules. If you are extremely pressed for time, you might not be able to go with each client every time one is hired. Also, you know that for some of your clients, accompanying them would be totally inappropriate. Also, some employers would not like to think they have hired someone who cannot "make it on his own."

So, use your own judgement, but if it is appropriate and if you can, try to go with the client who has limited English-speaking ability.

Remember what we said earlier about not assuming that the client already knows? The same is true here. Always begin with the assumption that the client does not know how to get to the company on time: Assume that there is a lot about the world of work that the client does not know. Some of your clients have never worked in an industrial setting before. Be aware of this and consider how frightening a busy factory or plant can be to someone who's not accustomed to them. Based on the assumption that the client needs information:

- Discuss with the client the best ways to get to the company.
- Discuss what the client could do if the car broke down or the bus did not come.
- Check on the appropriateness of the client's dress.
- Show the client which entrance to use to get into the building.
- Point out or introduce the client to his supervisor.
- Show the client where he will take breaks, eat lunch, etc. and where the toilet is.
- Discuss who the client should telephone at the company if an emergency arose or he/she was going to be late or absent.
- Remind the client to ask questions if there is anything he/she is not clear about.
- Let the client know who at the program should be telephoned if needed.
- Inform the client that you will telephone him/her at home that night to see how things went.

III FOLLOW-UP

Determining when an Employer Relationship is Deteriorating

Q. Is the most important task in dealing with employers selling them on working with the program? (Check one)	Yes	No
	___	___

Getting new employers interested enough in the program to actually submit job orders is certainly an important part of the job. And it is not easy either. But just as important as developing relationships with new employers is maintaining relationships with current employers. Actually, your job is to do both - develop new companies while keeping current employers satisfied with the service they are receiving.

Maintaining good relations with employers is based on your:

- Providing the quality of service the employer is looking for
- Regular follow-up
- Continual striving to improve your relationship with the employer.

Each of them require regular follow-up and good communication with the employer.

Q. How often should you follow-up on an employer who has hired one of your clients? (Check)

- Once a week ___
- Every few months ___
- Whenever the employer calls me ___

How often you contact an employer after a client has been placed depends on the number of employers you have to work with and the number of clients you have placed. Some clients need a lot of follow-up, while others settle into employment with few problems, if any. The same is true of employers. Some take a lot of your time and some do not. Also, if you have a great number of employers to work with and other jobs to carry out in the program, you will have to budget your time that much more carefully if you hope to follow-up as you should.

Generally, though, you should if at all possible:

- Visit the employer the first day the client is on the job.
- Telephone the employer at the end of the client's first week of employment
- Telephone the employer after the client's first month and thereafter unless the employer complains or seems intimidated by your calling.
- Every three months, arrange an appointment with the employer to assess the relationship.
- Be prepared to visit the employer if there are any signs that the employer is displeased with your services or the client(s) you have referred.
- Telephone the client at home after the first day and every three months until it is no longer necessary.

Most follow-up can be handled over the telephone. Doing so saves you and the employer time. But problems of any seriousness should be discussed on-site. Therefore:

- If you believe the problem is serious, visit the employer - confront the problem and try to resolve it. Do <u>not</u> try to solve it over the telephone.
- If you are <u>in doubt</u> about the seriousness of the problem (if you're not sure if it's serious or not) <u>visit</u> the employer. Do <u>not</u> try to solve it over the telephone.

Q. Do you have specific items that you assess in doing your follow-up? (Check one)	Yes ___	No ___

A sample of this form can be found on page 34A. As you see, it enables the employer to give you his impression of the client's strengths and weaknesses. It also enables you to gauge how well the client is adjusting to work.

Y.W.C.A. INDOCHINESE INSTITUTE
304 East Third Street
Alton, Illinois 62002

EMPLOYEE EVALUATION FORM

PLEASE PRINT - DO NOT USE TYPEWRITER

EMPLOYEE INFORMATION

NAME	employee number	DATE
DEPARTMENT		JOB TITLE
REASON FOR REVIEW — Month Appraisal / Date Orientation Completed		hiring date

INSTRUCTIONS:
- SELECT THE APPROPRIATE DESCRIPTION AND POINTS FOR EACH CATEGORY.
- DESCRIPTIVE COMMENTS ARE MEANT AS GUIDES, AND NEED NOT BE STRICTLY INTERPRETED. YOUR RATING SHOULD ALLOW FOR THE LENGTH OF JOB EXPERIENCE OF THE EMPLOYEE BEING RATED.
- INCLUDE EXPLANATORY REMARKS WHEREVER POSSIBLE.
- REVIEW APPRAISAL WITH THE EMPLOYEE, PARTICULARLY COMMENTS ON IMPROVEMENT.

EMPLOYEE RATING

QUALITY OF WORK

WORK DONE CARELESSLY. ALMOST CONSTANT CHECKING REQUIRED. ERRORS FREQUENT.	WORK IS SOMETIMES INADEQUATE. MORE OFTEN IS SATISFACTORY BUT SUBJECT TO CHECKING. ERRORS MAY BE A PROBLEM.	REMARKS:
WORK IS DONE WELL AND IS NEAT AND ORDERLY. ONLY OCCASIONAL CORRECTION REQUIRED. ERRORS ARE FEW.	WORK IS CONSISTENTLY VERY WELL DONE AND IS NEAT AND ORDERLY. SELDOM REQUIRES CHECKING AND CORRECTION. ERRORS ARE RARE.	

QUANTITY OF WORK

VERY SLOW EMPLOYEE. USUALLY TAKES FAR TOO LONG TO PERFORM WORK. OUTPUT IS LOW.	SLOW IN PERFORMING WORK. SOMETIMES DOES NOT COMPLETE ASSIGNMENTS. TENDS TO BE INFLEXIBLE IN METHODS. OUTPUT IS AVERAGE.	REMARKS:
COMPLETES ASSIGNMENTS IN A REASONABLE TIME. USUALLY USES EFFICIENT METHODS AND ROUTINES. OUTPUT IS GOOD.	STARTS PROMPTLY. COMPLETES ASSIGNMENTS IN A VERY SHORT TIME. CONSISTENTLY USES EFFICIENT METHODS. OUTPUT IS HIGH.	

INITIATIVE

LEARNS NEW TASKS SLOWLY. MUST BE TOLD WHAT TO DO FREQUENTLY. IS INDIFFERENT. DOES NOT DO OTHER RELATED JOBS.	DOES ROUTINE WORK WITHOUT WAITING FOR DIRECTIONS. ABLE TO LEARN NEW TASKS. WILL DO SOME RELATED JOBS.	REMARKS:
ALERT TO OPPORTUNITIES FOR IMPROVING WORK FUNCTIONS. IS USUALLY RESOURCEFUL. PERFORMS WELL ON UNRELATED JOBS.	SEEKS OUT ADDITIONAL TASKS. USES INITIATIVE. HIGHLY INGENIOUS AND RESOURCEFUL. EXCELLENT IN PLANNING WORK. SKILLED ON SEVERAL UNRELATED JOBS.	

EMPLOYEE RATING

ATTITUDE

DOES NOT GET ALONG WELL WITH OTHERS. SOMETIMES UNWILLING TO COOPERATE. DIFFICULT TO HANDLE.	MODERATELY MOTIVATED TOWARD WORK AND ORGANIZATION. COMPLIES WITH ORDERS, AT TIMES NOT TOO PROMPTLY. GETS ALONG WITH ASSOCIATES	REMARKS:
GENERALLY WELL MOTIVATED TOWARD WORK AND ORGANIZATION. WORKS WELL WITH AND ASSISTS OTHERS. IS WELL-LIKED BY ASSOCIATES.	IS HIGHLY MOTIVATED TOWARD WORK AND THE ORGANIZATION. GOES OUT OF WAY TO BE HELPFUL. IS VERY WELL LIKED. INSPIRES TEAMWORK.	

JOB KNOWLEDGE

LACKS DESIRE OR ABILITY TO GAIN JOB KNOWLEDGE. IS INDIFFERENT TO TRAINING. RESPONDS POORLY.	HAS MODERATE KNOWLEDGE OF THE WORK. TRIES FOR BETTER PERFORMANCE. SOMETIMES RESPONDS SLOWLY TO TRAINING.	REMARKS:
GOOD KNOWLEDGE OF THE JOB AND EQUIPMENT. SHOWS INTEREST IN DOING A BETTER JOB. RESPONDS TO TRAINING AND SUGGESTIONS.	THOROUGH KNOWLEDGE OF ALL PHASES OF WORK. TAKES EVERY OPPORTUNITY TO IMPROVE SELF. ASSUMES RESPONSIBILITY.	

DEPENDABILITY

WORK HAS TO BE FOLLOWED UP CONSTANTLY. DOES NOT APPLY SELF. NEEDS TO BE REMINDED ABOUT DETAILS. NEEDS EXCESSIVE SUPERVISION.	USUALLY DESERVES CONFIDENCE. FAIRLY STEADY WORKER. COULD WORK SOMEWHAT HARDER. NEEDS AND RESPONDS TO NORMAL SUPERVISION.	REMARKS:
CAN BE RELIED UPON FOR SUCCESSFUL COMPLETION OF WORK. FOLLOWS INSTRUCTIONS. WORKS HARD WITHOUT DRIVING. NEEDS LITTLE SUPERVISON.	ALWAYS JUSTIFIES IMPLICIT CONFIDENCE. CAN BE RELIED UPON TO COMPLETE ALL TASKS WITH LITTLE IF ANY SUPERVISION.	

EVALUATE	ALMOST ALWAYS	USUALLY	SELDOM	
APPEARANCE SUITABLE TO JOB?				REMARKS:
TACTFUL?				
SUFFICIENTLY HEALTHY FOR JOB?				
OBSERVES GOOD SAFETY HABITS ?				
PUNCTUAL & AVAILABLE DURING WORKING DAYS?				
GOOD ATTENDANCE?				
SHOWS LEADERSHIP QUALITIES?				

SIGNATURE OF SUPERVISOR	☐ UNSATISFACTORY ☐ BELOW AVERAGE ☐ SATISFACTORY ☐ GOOD ☐ OUTSTANDING	RESULT OF RATING:

EXPLAIN WHERE AND HOW EMPLOYEE CAN IMPROVE; IF FURTHER SPACE NEEDED, USE SEPARATE SHEET.

In both cases, by reviewing the filled-out forms, you will have a clear idea of what problems might be developing and of what you should follow-up on.

How do you know when a relationship with an employer is "going bad?" There are certain signs or indications that almost always suggest that there are problems with an employer or that there will be problems. As you work with employers, be aware of these signs. If you see any of these things happening with any employer, you must act to improve the situation.

Here is a checklist of "problem indicators":

- Your clients frequently fail to report to the company for the interview.
- The employer requests information about clients and the program is slow in responding.
- Program staff - job developers, counselors, etc. - lack knowledge about the employer's job requirements.
- The employer tries to put a stop to your program's client follow-up.
- The program refers many clients to the employer without any being hired.
- Your program points out to the employer problems in the company that are creating job turnover among your clients and the employer does nothing about them.
- The employer fires your clients without first contacting your program to try to correct the problem.

Q. Do you use letters to employers as a part of your follow-up? (Check one)	Yes	No
	___	___

Follow-up is often a sign of care and professionalism. Remember, job development is highly competitive. All things being equal, the employer will want to do business with the program and the job developer who seems to be the most professional.

Use follow-up letters:

- After your first interview with an employer. (See page 2A) for a description of this letter)
- When referring clients (see sample, page 2F)
- After a client has been hired (see sample, page 34A)
- For special purposes (see sample, page 36A and B)

Q. Is follow-up a method for eliciting job orders from the employer? (Check one)	Yes ___	No ___

The more you follow-up with an employer, the more likely you are to uncover new job openings in that company. While your main purpose in doing follow-up is to see to it that clients and employers are satisfied, you should also use the opportunity to ask the employer if jobs are currently available or will be available soon.

Finally, let employers know that you appreciate their working with you. One approach you might be interested in is awarding certificates of appreciation to deserving employers.

On the following pages, you will find a sample of a follow-up letter and a sample Certificate of Appreciation.

FOLLOW-UP THANK YOU LETTER
(SAMPLE)

INDOCHINESE REFUGEE EMPLOYMENT PROGRAM
4417 N. Clark
Chicago Ill. 60640
Tel:(312) 275-1027

Dear

The purpose of letter is to express my thanks for hiring

I believe that they have pleased you with their willingness to learn new work, their hard working and their skillfullness.

However, if you have any problems due to the differences in languages, please call me as a translator. I hope this may facilitate greater communications and make your new employees more productive.

Your assistance has contributed meaningfully to the Indochinese Refugee Resettlement Program.

I would appreciate it very much if you would continue to consider more Refugee applicants.

Again, thank you for your cooperation.

Sincerely Yours,

Linh Han
Vocational Counselor

The Certificate of Appreciation

Awarded to

_____

in gratitude for providing training

and employment of the Indochinese Refugees

_____ _____

Vocational Counselor Project Director

Date

Indochinese Refugee Employment Program
Korean American Community Services